

**COPING WITH DIFFICULTIES IN TEACHING SPEAKING FOR
STUDENTS OF DEPARTMENT OF ENGLISH EDUCATION
OF UNIVERSITAS MUHAMMADIYAH SURAKARTA
IN 2016 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by:

INDAH MUSFIROTUL FITRIA

A320130175

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

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PUBLICATION ARTICLE

by:

INDAH MUSFIROTUL FITRIA
A320130175

Approved to be Examined by

Consultant



Fitri Kurniawan, M. Res, Ed
NIK. 1202

ACCEPTANCE

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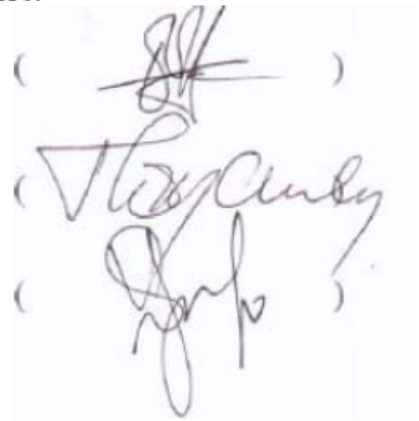
by:

INDAH MUSFIROTUL FITRIA
A320130175

Accepted and Approved by the Board of Examiners
School of Teaching Training and Education
Muhammadiyah University of Surakarta
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On this occasion, I testify that in this article publication, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree on a university and as long as the writer knows that there is also no work or idea that have ever been written or published by other people, except those in which the writing are referred in this research paper and mentioned in bibliography.

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A320130175

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan mkesulitan dalam mengajar berbicara dan strategi yang digunakan dalam pengajaran berbicara proses pembelajaran yang dihadapi oleh dosen berbicara pada diskusi dan perdebatan di Departemen bahasa Inggris pendidikan dari Universitas Muhammadiyah Surakarta pada 2016 tahun akademik. Jenis penelitian adalah deskriptif riset kualitatif. Peneliti berlaku studi kasus, seperti, pengamatan dan wawancara. Subjek penelitian adalah berbicara Dosen Universitas Muhammadiyah Surakarta yang mengajar semester ketiga. Metode pengumpulan data adalah pengamatan dan wawancara. Untuk menganalisis data kualitatif peneliti diterapkan pengurangan data, presentasi dan verifikasi data. Hasil penelitian ini menunjukkan bahwa ada beberapa kesulitan dalam mengajar berbicara dihadapi oleh dosen, yaitu: kemampuan siswa, disiplin siswa yang kurang. Namun, ada satu kesukaran utama yang mempengaruhi langkah berikutnya diambil oleh orang yang diwawancara mengenai dosen strategi untuk mengatasi kesulitannya. Masalah terbesar adalah bahwa dosen merasa bingung untuk menerapkan bahan-bahan yang cocok untuk siswa, karena ada dua pilihan bahan. Selain itu, untuk mengatasi kesulitan tersebut, dosen menggunakan lima strategi seperti keputusan pribadi, metode alternatif, alternatif bahan, pendekatan alternatif, dan siswa dan kepala Departemen aspirasi. Oleh karena itu, dosen mengatasi kesulitan yang ada dan siswa tampaknya lebih tertarik dalam berbicara 3 bahan.

Kata kunci: mengatasi kesulitan, mengajar berbicara, strategi dosen

ABSTRACT

The objective of the research is to describe the difficulties in teaching speaking and the strategies used in teaching speaking learning process faced by the lecturer of Speaking on Discussion and Debate in Department of English Education of Universitas Muhammadiyah Surakarta in 2016 academic year. The type of the research is descriptive qualitative research. The researcher applies a case study, such as, observation and interview. The subject of the research is the speaking lecturer of Universitas Muhammadiyah Surakarta who teaches the third semester. The method of collecting data are observation and interview. To analyze qualitative data the researcher applied reduction the data, presentation and Verification of the Data. The result of this research shows that there are some difficulties in teaching speaking faced by the lecturer, namely: students ability, the discipline's students are less. However, there is one main difficulty that influences

the next steps taken by the interviewee regarding the lecturer's strategies to cope with her difficulties. The biggest problem is that the lecturer felt confused to apply the materials which is suitable for the students, because there are two choices material. In addition, to cope with those difficulties, the lecturer uses five strategies such as a personal decision, alternative method, alternative material, alternative approach, and students and a head of department's aspiration. Hence, the lecturer cope with the existing difficulties and the students seemed more interested in speaking 3 material.

Key words: Coping with Difficulties, Teaching Speaking, Lecturer's Strategies

1. INTRODUCTION

Speaking is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking the ability to communicate orally, people cannot succeed in school or society. Hence, the main purpose of language learning is to develop speaking proficiency. Nunan (1991) states that, success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language. It implies that speaking is the indicator of mastering the language.

As teaching speaking is important aspect in language learning process, it is a crucial part of second language learning and teaching. Despite this fact, for many years, teaching speaking in Indonesia context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, today's education world requires that the goal of teaching speaking should improve student's communicative skills. Only in this way, the students can express themselves depend on the social context. It is essential that language teachers' pay great attention to teaching speaking.

Indeed, teaching speaking is not an easy task to do. There could be several difficulties met by the teacher in conducting teaching speaking. Such as, the students one form different social background who have different motivation in learning English. According to the researcher, there is close correlation between motivation and competence. The students who have high motivation have high competence in English. On the other hand, those who have low

motivation tend to have low competence. Besides, the student's anxiety also becomes the hindrance in teaching speaking. Anxiety can be caused by their low language competence which is often called linguistic difficulty. The anxiety occurs when the students are afraid of making mistake or error in speaking.

Based on the observation in the Speaking class of the third semester students in Department of English Education of Universitas Muhammadiyah Surakarta, the student's anxiety could be seen when the student's were doing speaking activities in classroom. They spoke with lower voice and looked like very nervous. In addition, they lacked confidence to speak naturally. In the course of the Department of English Education is in one class usually consists of 30-40 students, but in subjects related to language skills such as speaking courses usually only consists of 20-25 students.

There are indeed many available strategies to cope with English teaching difficulties. It is very important for teacher to encourage students to speak in the classroom. If they do not encourage them to use the language the student's speaking ability will never improve. Students usually do not use the target language beyond classroom. That is why they need to speak up in the classroom. If the students make any mistake, the teacher can help to correct their mistakes. According to Philips (2017), the teacher can do the following things to help their students to speak, such as: a. Encourage student's interactions, b. make speaking activities communicative, c. Plan speaking activities carefully. The speaking implemented by the lecturer is remaining problematic as each teaching is different in nature. Therefore, investigating the lecturer's strategy is worth to research.

While, there is available strategy to cope with English teaching. The speaking implemented by the lecturer is remaining problematic as each teaching is different in nature. Therefore, investigating the lecturer's strategy is worth to research.

The present study is interested in describing the difficulties in teaching speaking and the strategies used by lecturer in teaching speaking at University students. The title of this study is "Coping With Difficulties In Teaching

Speaking For Students Of Department Of English Education of Universitas Muhammadiyah Surakarta In 2016 Academic Year”

The study is not the first research that investigates teaching speaking. Novitasari (2012) conducted a study entitled “Coping with Difficulties in Teaching Speaking to Students of SMP N 2 Kartasura”. The objective of the research is to describe the teaching speaking learning process in SMP N 2 Kartasura which includes opening, core learning (Exploration, elaboration, and confirmation), and closing. In addition, this is to find the difficulties faced by the teacher in teaching speaking to students of junior high school, SMP N 2 Kartasura. Besides, the research is also designed to know the strategies used by the teacher in coping with the difficulties in teaching speaking. This is a descriptive qualitative research. The writer applies a case study including several steps, observation, interview, and analyze document. The subject of the research is the teacher of the first year students of SMP N 2 Kartasura which consists of class a and b. The methods of collecting data are observation, interview, and document analysis. To analyze qualitative data she applied critical analytical technique. The result of this research shows that there are several difficulties faced by the teacher in teaching speaking. The difficulties in teaching speaking faced by the teacher are students’ anxiety, students’ motivation, class management, and students’ linguistic difficulty. In addition, to cope with those difficulties, the teacher uses several strategies such as creating less formal condition, drilling vocabulary and pronunciation, monitoring and controlling, making group, working in pair, and jigsaw. So, the students feel interested in learning speaking. The different between this research and the other researches is the subject of the study. In this research focus on describing the difficulties in teaching speaking and the strategies used by the lecturer in the third speaking class at Universitas Muhammadiyah Surakarta in 2016 academic year.

Based on Oxford English Dictionary 11th edition, the notion of speaking is the action of expressing in speech or giving speeches. While, in Oxford Advanced Dictionary, the notion of speaking is to express or communicate

opinions, feelings, ideas, etc, by or as talking and it involves the activities in part of the speaker as psychological, psychological (articulator) and physical stages. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context” (Chaney, 1998:13). Speaking is a crucial part of second language learning and teaching. Huebner (1960:05), said, “Language is essentially speech, and speech is basically communication by sound”.

In addition, speaking is skill of English used by someone in daily life communication whether at school or outside. The skill is acquired by much repetitions; it is primarily a neuromuscular and not an intellectual process which consists of competence in sending and receiving message.

Canale (1983:43) in Fauziati stated that communicative competence includes for domains of knowledge and skill, namely: 1. *Grammatical Competence*, 2. *Sociolinguistic Competence*, 3. *Discourse Competence*, 4. *Strategies Competence*. These theories have significance implications in foreign language teaching learning process. According to Fauziati (2010), teaching communicative skills becomes the heart language pedagogy. Teaching foreign language is no longer acceptable when focuses only on form since meaning is paramount.

The goal of foreign language teaching is to develop communication competence; both a focus on form (accuracy) and meaning (fluency) should be balanced so that students can use language naturally. In such activities speaking strategies are often manipulated and direct overt corrective feedback is minimized. Harmer (2002: 102-104) states there are several elements of speaking: 1. Pronunciation. Pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard (Encarta Dictionary, 2006). It is how the students utter English well. 2. Vocabulary. Vocabulary means the appropriate diction which is used in conversation (Oxford English Dictionary, 2016). 3. Grammar. Grammar is the whole system and structure of language or of language in general, usually taken as consisting of syntax and morphology (Oxford English Dictionary,

2016). Grammar concern with how to arrange a correct sentence in conversation. 4. Gesture and Mimics. Gesture is a form of non verbal communication made with a part of the body, especially a hand or a head to express an idea or meaning or to convey one's feeling or intentions (Oxford English Dictionary, 2016). 5. Fluency and Accuracy. Fluency could be defined as the ability to speak fluently and accurately suited with the professional necessity. (Retrieved from www.TeachingEnglish.org.uk/speak/speaking_skill accessed on September 24, 2016 18:55)

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and the use of it is very seldom. We can see easily of many things in our life using English in the written form and it doesn't need to be read aloud, so we don't need to be embarrassed. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult according to Nunan (2003:270): a. Clustering, b. Redundancy, c. Reduced forms, d. Performance variables.

Challenges in the English Speaking Classroom and the Solutions: 1. Problems Found in the Speaking Class: a. Students do not want to talk or say anything, b. Students keep using their own language, c. It is difficult to handle students in large classroom, d. Students are not discipline in classroom, e. The materials do not fulfil the need of students.

2. RESEARCH METHOD

The Type of this research is descriptive qualitative research. This research uses descriptive method. Therefore, in conducting this research the writer does some types of collecting data related descriptive method such as by doing an observation and interview. And the techniques of analyzing data are, reduction the data, presentation, and verification of the data.

3. FINDING AND DISCUSSION

3.1 Introduction

This chapter presents the data set emerging from the initial coding and thematizing exercise of the interview data collected from the research participant. The interview data centers on the Speaking lecturer of Universitas Muhammadiyah Surakarta who teaches the third semester and the object of this study is the difficulties in teaching speaking. The emerging data set are organized under five themes that were generated using the methods and approaches.

3.2 Description of Analyzed Data

Data have been analyzed and some categorizations have been formulated, namely: the teaching learning process, the difficulties in teaching speaking faced by the lecturer, and the lecturer's strategies to cope with the difficulties.

3.2.1 The Teaching Speaking Learning Process in Department of English Education of Universitas Muhammadiyah Surakarta.

The teaching learning process of Speaking on Discussion and Debate in the Department of English Education of Universitas Muhammadiyah Surakarta stayed in control or conducive. The students really enjoy with the learning process in the classroom, and the students are more excited by material of Debating which previously has been decided along with the Speaking 3 lecturer. Hence, the students can follow the practice of Debating smoothly and the students also look active when the course goes on.

3.2.2 The Difficulties in Teaching Speaking Faced by the Lecturer

Based on the interviewee (lecturer), the researcher concludes that there are some difficulties in teaching speaking faced by the lecturer, namely: students ability, the discipline's students are less. However, there is one main difficulty that influences the next steps taken by the interviewee regarding the lecturer's strategies to cope

with her difficulties. The biggest problem is that the lecturer felt confused to apply the materials which is suitable for the students, because there are two choices material that faced by the lecturer from the curriculum before, on the last year the curriculum is Drama, and also for this semester the lecturer should teach Drama materials too, but the students want the lecturer to teach Debating material. In this case, the lecturer felt confused to choose the materials. In addition, to cope with those difficulties, the lecturer uses five strategies such as a personal decision, alternative method, alternative material, alternative approach, and students and head of department's aspiration. Hence, the lecturer cope with the existing difficulties and the students seemed more interested in speaking 3 material.

The following extracts help to explain this problem:

“Because the curriculum is still complicated, because the real curriculum is not really applying. Actually, based on the oldest curriculum, the right material in speaking 3 is debating. Everything that wrote in AJT is debating for the material of speaking 3. From I was heard, the speaking 3 is ESP, but, the problem is the ESP itself has not English for Specific Purposes, but there is no list. So I felt a little bit confused because I don't understand what I should teach to my students.”

(Problem, Appendix 2).

3.2.3 The Lecturer's Strategies to Cope with the Difficulties

The themes were elicited through the researcher's initial interpretation of the data and by returning to the participant to check if these themes resonated with her understanding of her alternative strategies or if experiences of teaching were necessary. The themes are: *Personal Decision, Alternative Method, Alternative Material,*

Alternative Approach, and Students and the Head of the Department Aspiration.

Personal Decision

A personal decision is a decision that determined by yourself without having to be discussed with other people. Therefore, interviewee (lecturer) have any suggestion about the topic is during the teaching learning process of Speaking on Discussion and Debate, Hence, interviewee (lecturer) get the conclusion from the phenomenon. The following extracts help to explain this theme.

“And that will be used on the next semester, it was revised, if it is about adaptation, I think the students can do it. If it is about adaptation, I think they can adapt on every situation, but maybe is not depended on the adaptation but prefer to they are more interested or not”.

From the quotation above, the lecture assumed that the students can adapt on every situation.

“And in the speaking 3 based on the agreement, I always followed what they want. And I was asking to the students, I say “in the middle of this semester is more prepared, and are you ready?” my students answered “yes, mom, but it depends on what I have taught and It is giving me some knowledge”.

from the quotation above, the researcher thought that the lecturer always followed what the students want. Its mean the lecturer gives the material and use the methods followed the students wishes. And the lecturer getting more knowledge.

“The film can give the impression for them. Exactly, I think the film can give the spirit for my students to have a critical thinking. And The film is very interesting”.

It can be implied that the lecturer gives the movie in the first meeting provided the spirit or impression for the students. Thus, the students have a critical thinking.

Therefore, based on the quotations above the researcher can concluded that the lecturer never forces students to choose the materials that will be learn. The quotations above included into personal decision, because these quotation is the notion of the lecturer without have to discussed with other people.

4. CONCLUSION

In order to have a clear and brief picture of what the researcher has written in the previous analysis, the researcher draws the following conclusion. These conclusions answer the problem statement of this research as below: The teaching learning process of Speaking 3 in the Department of English Education of Universitas Muhammadiyah Surakarta stayed in control or condusive. The students really enjoy with the learning process in the classroom, and the students more excited by material of Debating who previously had decided along with the Speaking 3’s lecturer. Hence, the students can follow the practice of Debating smoothly and the students also look active when the course goes on.

Based on the interviewee (lecturer), the researcher conclude that there are some difficulties in teaching speaking faced by the lecturer, namely: students ability, the discipline’s students are less. However, there is one main difficulty that influences the next steps taken by the interviewee regarding the lecturer’s strategies to cope with her difficulties. The biggest problem is that the lecturer felt confused to apply the materials which is suitable for the students, because there are two choices material that faced by the lecturer from the curriculum before, on the last year the curriculum is Drama, and also for this semester the

lecturer should teach Drama materials too, but the students want the lecturer to teach Debating material. In this case, the lecturer felt confused to choose the materials.

And the lecturer's strategies to cope with the difficulties, there are five themes used by the lecturer to cope the difficulties, such as, The themes are: Personal Decision, Alternative Method, Alternative Material, Alternative Approach, and Students and Head of Department Aspiration.

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